

Ladymount Pre-School Group



Ladymount Catholic Primary School, Portal Road, Pensby, Wirral, Merseyside, CH61 5YD

Inspection date 29 September 2016
Previous inspection date 4 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and manager have addressed the actions and recommendations raised during the last inspection. They have successfully developed their systems for monitoring staff practice and tracking children's progress.
- The provider and manager are committed to providing a quality service for children and families. They use self-evaluation effectively to review the quality of their practice and identify future targets for improvement.
- Staff act as good role models. They set clear boundaries for behaviour and use positive praise consistently to help support children's confidence and self-esteem.
- Children's communication and language skills are supported well. Staff provide lots of opportunities for discussion and model language during activities. Questioning is used effectively to help extend children's learning and thinking skills.
- Partnerships with parents are, overall, good. Staff provide parents with regular feedback about activities and encourage them to support children's learning at home.

It is not yet outstanding because:

- The resources in some provision areas are not organised in a way that fully promotes children's ability to make choices in their learning.
- Staff do not always gain as much information as possible from parents about what children know and can do when they first start at the pre-school.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the organisation of resources and further support children to make choices during play and activities
- gather more information from parents about what children know and can do when they first start at the pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to two parents during the inspection and took account of their views.

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the manager has reviewed and made improvements to the systems in place to support and guide staff practice. Staff now benefit from high-quality supervision sessions and have regular opportunities to reflect on practice and share ideas. Peer observations are used to identify strengths and weaknesses in staff practice and to set clear targets. Staff use knowledge gained from training well, to enhance their teaching and improve outcomes for children. The provider and manager have clear action plans in place to help support continuous improvement. The views of parents are valued as part of the self-evaluation process and sought through regular questionnaires. The arrangements for safeguarding are effective. Staff display a clear understanding of the pre-school's child protection policies and how to promote children's safety. They encourage children to manage risks appropriately and discuss personal safety.

Quality of teaching, learning and assessment is good

The well qualified staff team has a good understanding of how young children learn and develop. Observation and assessment is used well to identify what children need to learn next. Staff plan a range of interesting and stimulating experiences for children to take part in. Children visit the sensory garden and collect natural items, such as leaves and twigs, to make pictures. They explore the mud kitchen outside and use various tools to mix the mud and water together. Staff read stories with children and encourage them to think about and predict what will happen next. They test children's recall skills and introduce new vocabulary. Children's early literacy and mathematical skills are supported well through focused activities. Children display an interest in letters and sounds and confidently name shapes in the environment. Staff provide parents with resource packs to help reinforce activities and learning at home. These help to provide good continuity in children's learning.

Personal development, behaviour and welfare are good

Staff create a calm atmosphere and encourage children to play cooperatively. Children are polite and eager to help each other. Overall, they are encouraged to be independent. For example, children dress themselves in wet weather gear for outside and pour their own drinks at snack time. They develop a good understanding of healthy lifestyles and take part in regular exercise sessions. Staff are caring and responsive to children's individual needs. They tailor activities and group sessions around children's ages and stages of development. Highly effective links with the host school help to emotionally prepare children for their future move on to school.

Outcomes for children are good

Children enjoy their time at the pre-school and make good progress. They are very well prepared for their next stage in learning and eventual move on to school. Children communicate confidently and develop a keen interest in reading and making marks. They display good levels of involvement in activities and a positive attitude towards new experiences. Additional funding has been used well to support children's good progress and extend learning opportunities outdoors.

Setting details

Unique reference number	306417
Local authority	Wirral
Inspection number	1039852
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	27
Name of registered person	Ladymount Pre-School Voluntary Management Committee
Registered person unique reference number	RP907714
Date of previous inspection	4 February 2016
Telephone number	01516488005

Ladymount Pre-School Group was registered in 1984. The pre-school opens Monday to Friday from 8.45am until 3.15pm, term time only. The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications ranging from level 3 to level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

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